

Specialist High Skills Major

Sector-Specific Guide

Construction

DRAFT 2007–2008



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A. Overview

The Specialist High Skills Majors (SHSM), launched in September 2006, are part of the Student Success Strategy initiative, which focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

The ministry has published the *Specialist High Skills Major Implementation Guide*, as well as sector-specific guides, like this one, for each of the SHSM economic sectors. Boards and schools are strongly encouraged to refer to the *SHSM Implementation Guide* along with the SHSM sector-specific guides when planning and implementing an SHSM.

This guide provides information about the five required components of the SHSM—Construction and Culture, sample pathways for the SHSM, examples of postsecondary programs in the sector, a list of resources, and profiles of the programs that were being offered in Ontario schools in 2007–08.

B. Advantages of Earning a Specialist High Skills Major (SHSM) in Construction

According to the Ontario Construction Secretariat,

*The construction industry is one of Ontario's largest employers. Total construction labour force numbers in the province reached 420,000 workers in 2005. Construction accounted for the direct employment of close to 395,000 workers in 2005, up by 22% compared to 2000.**

Pursuing the Specialist High Skills Major–Construction enables students to:

- customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD;
- select a bundle of 10 required credits focused on sector-specific knowledge and skills that are:
 - valued by the construction sector and postsecondary educational institutions;
 - designed to help prepare students for a postsecondary destination of their choice in this economic sector;
 - designed with the flexibility to allow students to shift between pathways (e.g., switch from a pathway leading to college to an apprenticeship pathway) or to discontinue the SHSM program should their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the SHSM (e.g., sector-recognized certifications) for prospective employers and postsecondary educational institutions;
- explore, identify, and refine career goals and make informed decisions about their postsecondary options;
- take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps;
- develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport;
- access resources, equipment, and expertise that may not be available in their secondary school.

* From the Ontario Construction Secretariat website, www.iciconstruction.com/site/index.html. Retrieved November 26, 2007.

C. Required Components for the SHSM—Construction

Required Components for the SHSM—Construction

1. a bundle of 10 Grade 11 and Grade 12 credits that includes:
 - i) 4 construction major credits that provide sector-specific knowledge and skills;
 - ii) 4 other required credits from the Ontario curriculum, in English, mathematics, and science or business, in which some expectations are met through learning activities contextualized to the construction sector;
 - iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practise sector-specific knowledge and skills
2. 7 sector-recognized certifications and/or training courses/programs (5 compulsory and a choice of 2 from a list of additional certifications and training courses/programs)
3. experiential learning activities within the sector
4. “reach ahead” experiences connected with the student’s postsecondary pathway
5. development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

Students earning an SHSM receive an OSSD with the red SHSM seal as well as an SHSM Record that documents the student’s achievement of each of the required components.

The five required components for an SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

Local circumstances, such as facilities and equipment, staff qualifications, partnerships, and agreements, determine how the SHSM’s required components can be offered to students. Depending on these circumstances, the components may be delivered in a secondary school, college, training centre, other approved site, or a combination of these delivery settings. See the *SHSM Implementation Guide* for more information on delivery models.

No substitutions for any of the five required components of an SHSM are permitted.

I. Bundled Credits

Each SHSM has a bundle of credits that consists of major credits, other required credits, and cooperative education credits. The bundle for the SHSM–Construction consists of:

- i) 4 major credits;
- ii) 4 other required credits;*
- iii) 2 cooperative education credits.

The credits in the bundle prepare students for one of four postsecondary options – apprenticeship training, college, university, or the workplace.

i) Major credits

Each SHSM has four major credits that enable students to build a foundation of sector-focused knowledge and skills. The major credits may be:

- credits for Ontario curriculum courses;
- credits for ministry-approved locally developed credits (LDCs); or
- dual credits, which are subject to their own approval policies and procedures.

ii) Other required credits

In addition to the major credits, each SHSM includes *other required credits* from the Ontario curriculum. (In the SHSM–Construction, the other required credits are in English, mathematics, and science or business.) These courses are delivered by the teachers of the required subjects, and involve the use of contextualized learning activities (CLAs), which enable students to connect their learning in these courses to their SHSM sector. CLAs are based on curriculum expectations from the required course. One or more CLAs, totalling a minimum of six hours in length, must be incorporated into each required course. (A CLA template is provided in Appendix A.)

iii) Cooperative education credits

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practise the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education linked to the major credits. (More than two credits are recommended, if the student's timetable permits.)

Students may earn their minimum of two cooperative education credits in Grade 11 and/or Grade 12, as a single credit in each grade or a double credit in one grade. (Students in the university pathway, however, are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.) Depending on local circumstances, students may have to complete their cooperative education credits through continuing education, in the summer, or through virtual cooperative education. See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

* SHSMs in other sectors may require only 2 or 3 "other" credits. For details, see the other sector-specific guides.

Summary of the Required Credits in the Bundle for the SHSM—Construction

The 10 required credits in the bundle for the SHSM—Construction are identified in the table below. No substitutions for the credits in the bundle are allowed, and the credits must be at the specified grade level. School boards are required to submit for ministry approval their proposed pathway chart for each SHSM offered by their schools, indicating the credits in each bundle by pathway and, where applicable, by area of focus. Once a credit bundle is approved, the board may not change any of the credits in the bundle for that school year.

Required Credits in the Bundle for the SHSM—Construction

Credits	Apprenticeship Training		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Construction Major*	2	2	2	2	2	2	2	2
English		1		1		1		1
Mathematics	1	1	1	1	1	1	1	1
Science or Business		1		1		1		1
Cooperative Education		2		2		2		2
Total number of credits	10		10		10		10	

* Multiple credits in the Ontario technological education curriculum allow additional instructional time for the practice and refinement of skills needed to develop student performance to the levels required for certification, entry into apprenticeship programs, or participation in school-work transition programs (see *The Ontario Curriculum, Grades 11 and 12: Technological Education, 2000*, page 6).

A pathways chart is given on page 13, showing subjects and courses that students could take to explore the SHSM—Construction in Grades 9 and 10, and courses they would have to take in Grades 11 and 12 to complete this specialized program. Sample bundles of credits that would meet the requirements for the SHSM—Construction are provided on page 14.

2. Sector-Recognized Certification and Training

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Certification and training courses/programs must:

- be delivered by a certified trainer – a person recognized by the certification provider or by the sector as an authority. (This requirement does not apply to WHMIS.);
- include an assessment and evaluation component;
- include, wherever possible, documentation such as a certificate or other proof of completion for the student's portfolio and the student's SHSM Record. The SHSM Record will indicate the title of each certification earned or training course/program completed, the number of hours involved, and the date the certification/training was completed.

The SHSM in construction requires students to complete seven (7) sector-recognized certifications and/or training courses/programs. Of these, five (5) are in areas that are compulsory and the remaining two (2) are to be chosen from the list in the following chart. These requirements are summarized below:

SHSM–Construction: Sector-Recognized Certification and Training

Five (5) compulsory				
Standard First Aid	Cardio-Pulmonary Resuscitation (CPR)	health and safety – basic	fall protection	generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)
Two (2) from the list below				
chainsaw safety	confined space awareness	electrical safety	elevating work platforms	energy efficiency training
forklift safety	hoisting and rigging	insulated concrete forming	personal protective equipment in construction	powder-actuated tools
propane in construction	scaffold safety	suspended access equipment	traffic control	trenching safety

Note: Items that are capitalized are the *proper names* of specific certifications or training courses/programs that are appropriate for the SHSM. Items that are lowercased are names of the areas or categories within which specific certification or training courses/programs should be selected by the school or board.

Boards and schools may provide opportunities for students to complete additional training.

No substitutions for items in the above lists or changes in the *number* of required certifications and training courses/programs are permitted.

3. Experiential Learning Activities

The SHSM experiential learning requirement consists of planned learning activities that take place outside the traditional classroom setting. Experiential learning, which can include job shadowing, job twinning, work experience, virtual work experience, and cooperative education (see Appendix B), enables students enrolled in the SHSM to find out about opportunities available to them in connection with the careers that interest them.

Experiential learning activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the Essential Skills and work habits required in the sector, and have their performance of those skills and habits assessed and documented, using tools connected with the Ontario Skills Passport. An experiential assignment or task could require students to identify examples of how the Essential Skills are applied in specific trades and administrative and management occupations (e.g., demolition worker, carpenter, estimator, architectural design technician) in a construction business.

Experiential learning opportunities could include:

- one-on-one observation of a cooperative education student in a placement in the construction sector (example of job twinning);
- a day-long observation of a skilled tradesperson in the construction sector (example of job shadowing);
- a one- or two-week work experience with an individual employed in the construction sector (example of work experience);
- participation in a local, provincial, or national skills competition with Skills Canada;
- a tour of a municipal planning department;
- attendance at a construction sector trade show, conference, or job fair;
- a volunteer experience with a not-for-profit organization such as Habitat for Humanity.

An experiential learning activity connected with the student's postsecondary pathway can be considered a "reach ahead" experience (see section 4, below). For example, job shadowing a skilled tradesperson in a local construction business would be an experiential learning activity for all students in a Construction SHSM, but it could also be a "reach ahead" experience for a student considering a career as such a tradesperson. Note, however, that the activity can be recorded *only once* on the student's SHSM Record – as either an experiential learning activity or a "reach ahead" experience. This restriction reflects the expectation, described earlier, that the student's SHSM program will offer a rich and varied range of experiential learning opportunities.

Cooperative education is also a form of experiential learning. However, for the purposes of the SHSM program requirements and the student's SHSM Record, the two cooperative education credits must be counted as part of the SHSM bundled credit requirement.

Experiential learning placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment and a safe workplace. (See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000. Available online at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.)

- A placement must have Workplace Safety and Insurance Board coverage through the ministry or the workplace. (See Policy/Program Memorandum No. 76A, September 27, 2000; excerpted in Appendix B of the *SHSM Implementation Guide*.)

For more information consult *Live Safe! Work Smart! Appendix for Cooperative Education and Other Forms of Experiential Learning*, at www.livesafeworksmart.net/english/coop/coop_appdx.htm.

For a summary of the regulations governing age requirements for working in and/or visiting workplaces in Ontario, see Appendix C.

4. “Reach Ahead” Experiences

Students in the SHSM in construction must have learning experiences connected with their postsecondary pathway. “Reach ahead” experiences can range from visiting a college to investigate the program a student is considering, to sitting in on university classes in a student’s field of interest, to discussing the postsecondary education, training, and experiences of someone in the occupation a student is interested in. These experiences can vary in length – from a few hours to the time necessary for a full course. Examples include:

- *Workplace*: touring a prefabricated house or a window-manufacturing plant
- *Apprenticeship training*: visiting a construction training centre
- *College*: where available, earn an approved dual credit in a college construction program
- *University*: job shadowing an architect or a civil engineer for a day
- *All pathways*: attending a construction sector trade show, conference, or workshop

Every “reach ahead” experience should have an assignment or task associated with it. For example, the assignment for a student considering an apprenticeship pathway could be to interview a tradesperson to discover details about his or her training, and to write a report summarizing the tradesperson’s answers.

5. Development of Essential Skills and Work Habits, and Use of the Ontario Skills Passport (OSP) for Purposes of Documentation

Human Resources and Social Development Canada (HRSDC) has identified and validated the Essential Skills that people need for life, learning, and work. Essential Skills are foundational skills that make it possible to learn technical skills and other job- or workplace-specific skills. They are skills that enable people to perform tasks required in their jobs and to participate fully in the workplace and in the community. These Essential Skills are transferable from school to work, job to job, and sector to sector. The Ministry of Education and the Ministry of Training, Colleges and Universities have developed the Ontario Skills Passport (OSP) on

the basis of the HRSDC's Essential Skills. The OSP also incorporates work habits that are beneficial not only for work but also for life and learning. The skills and work habits included in the OSP are as follows:

Essential Skills	Work Habits
<ul style="list-style-type: none"> • Reading Text • Writing • Document Use • Computer Use • Oral Communication <p><i>Numeracy</i></p> <ul style="list-style-type: none"> • Money Math • Scheduling or Budgeting and Accounting • Measurement and Calculation • Data Analysis • Numerical Estimation <p><i>Thinking Skills</i></p> <ul style="list-style-type: none"> • Job Task Planning and Organizing • Decision Making • Problem Solving • Finding Information 	<ul style="list-style-type: none"> • Working Safely • Teamwork • Reliability • Organization • Working Independently • Initiative • Self-Advocacy • Customer Service • Entrepreneurship

The Ontario Skills Passport provides clear descriptions of Essential Skills that are used in nearly all occupations and of work habits that are important for success in the workplace. The OSP provides a common language that helps students build competence and confidence and make connections between school and their prospective careers. The OSP also provides employers with a consistent method of assessing the student's demonstration of these skills and work habits in the workplace.

Sector representatives consulted on the development of the SHSMs emphasized the importance of the Essential Skills and work habits included in the OSP. Students pursuing an SHSM—Construction track their development of Essential Skills and work habits in their OSP Work Plan throughout their experiential learning activities (including cooperative education placements and “reach ahead” experiences). In consultation with the teacher, employers assess each student's demonstration of Essential Skills and work habits identified in the OSP and record their assessments in the student's OSP Work Plan.

See the *SHSM Implementation Guide* for more information about the OSP and how it can be used in connection with an SHSM program. The OSP website (<http://skills.edu.gov.on.ca>) also offers resources for the use of the OSP in SHSM programs.

D. Pathways for the SHSM–Construction

This section contains the following:

- ideas that schools and boards can use to promote awareness and exploration of the SHSM–Construction among students and to help students as they make the decision to specialize in this program
- a chart showing a pathways template for completing the SHSM–Construction
- a chart containing sample bundles of credits for the SHSM–Construction

Strategies for Promoting and Suggestions for Planning the SHSM–Construction

Grades 7 and 8: Awareness

The following are examples of strategies that boards and schools can use to build Grade 7 and 8 students' awareness of the SHSM program:

- organize field trips, competitions, and activities in the community that are specific to the SHSM
- host presentations or talks on careers with guest speakers and mentors from the sector
- hold a summer program sponsored by the sector before students enter secondary school
- organize experiences at a secondary school in the program related to this sector
- invite current SHSM–Construction students to share their experiences

Grades 9 and 10: Exploration

Students who are considering pursuing the SHSM–Construction can be encouraged to enrol in the following courses to become better informed about careers and postsecondary options related to the construction sector:

- **Integrated Technologies:** A Grade 9 course recommended for all SHSM pathways that have a technological education focus. It provides students with opportunities to explore a variety of technologies, including construction technology, by engaging in activities related to them.
- **Career Studies (compulsory) and Discovering the Workplace:** Some of the expectations in these Grade 10 courses provide opportunities for students to explore occupations and other postsecondary options in the sector and to participate in experiential learning activities.

- **Construction Technology:** Recommended for any Grade 10 student who is considering an SHSM—Construction. It provides students with opportunities to explore construction technology, identify personal interests and aptitudes, and investigate the SHSM—Construction.

Grades 11 and 12: Specialization

Students acquire the sector-specific knowledge and skills required to earn their OSSD with an SHSM—Construction by completing its five required components. Students and their parents/guardians are encouraged to consult with guidance counsellors and teachers to select the courses that will enable them to pursue their goals.

Construction sector contacts have identified knowledge of entrepreneurship and basic business practices as important for students as they prepare for careers in this sector. It is, therefore, recommended that in Grade 11 or 12 students do one of the following:

- complete an entrepreneurship course offered in the Ontario business studies curriculum
- pursue an extracurricular activity focused on entrepreneurship (e.g., participation in Junior Achievement's Company Program)

Students pursuing an apprenticeship pathway should consider the Ontario Youth Apprenticeship Program (OYAP), which enables them to start an apprenticeship while earning their OSSD.

Pathways Template for the SHSM–Construction

• Shaded boxes – required credits in the bundle for the SHSM–Construction

• (C) – compulsory credits for the OSSD

• (R) – courses that are recommended in light of the student's pathway and career interests

Grade 9 Exploration	Grade 10 Exploration	Apprenticeship Training Pathway Specialization		College Pathway Specialization		University Pathway Specialization		Workplace Pathway Specialization	
		Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English
(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics	(C) Mathematics
(C) Science	(C) Science	Science or Business in either Gr. 11 or Gr. 12	An optional or a compulsory credit in either Gr. 11 or Gr. 12	Science or Business in either Gr. 11 or Gr. 12	An optional or a compulsory credit in either Gr. 11 or Gr. 12	Science or Business	(R) Science or Mathematics	Science or Business	An optional or a compulsory credit
(C) Geography of Canada	(C) Canadian History	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major
(C) Core French	(C) Career Studies/Civics	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major	Construction Major
(C) Healthy Active Living	(C) Arts	May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) recommended in Gr. 11*		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12	
Integrated Technologies	(R) Construction Technology	Cooperative Education or an optional or a compulsory credit	Cooperative Education or an optional or a compulsory credit	Cooperative Education or an optional or a compulsory credit	Cooperative Education or an optional or a compulsory credit	(R) Science	(R) Mathematics	Cooperative Education or an optional or a compulsory credit	Cooperative Education or an optional or a compulsory credit

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Sample Bundles of Credits for the SHSM—Construction

- Shaded boxes – required credits in the bundle for the SHSM—Construction
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation
- A list of all courses that are approved for inclusion in the bundle of credits for an SHSM—Construction is available on the Ministry of Education website, at www.edu.gov.on.ca.

Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) ENG4C English	(C) ENG3C English	(C) ENG4C English	(C) ENG3U English	(C) ENG4U English	(C) ENG3E English	(C) ENG4E English
(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MCF3M Functions and Applications	MCT4C Mathematics for College Technology	(C) MCR3U Functions	MHF4U Advanced Functions	(C) MEL3E Mathematics for Work and Everyday Life	MEL4E Mathematics for Work and Everyday Life
BDI3C Entrepreneurship: The Venture	(R) SPH4C Physics	(R) BDI3C Entrepreneurship: The Venture	SPH4C Physics	SPH3U Physics	(R) SCH4U Chemistry	SNC3E Science	SNC4E Science
Construction Major TCJ3C Construction Technology	Construction Major TCJ4C Construction Technology	Construction Major TCJ3C Construction Technology	Construction Major TCJ4C Construction Technology	Construction Major TCJ3C Construction Technology	Construction Major SPH4U Physics	Construction Major TCJ3E Construction Technology	Construction Major TCJ4E Construction Technology
Construction Major TDJ3E Technological Design	Construction Major TCJ4C Construction Technology	Construction Major TDJ3M Technological Design	Construction Major TCJ4C Construction Technology	Construction Major TDJ3M Technological Design	Construction Major TDJ4M Technological Design	Construction Major TDJ3E Technological Design	Construction Major TCJ4E Construction Technology
May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12		May be used as a (C) Cooperative Education (2 credits) recommended in Gr. 11*		May be used as a (C) Cooperative Education (2 credits) in either Gr. 11 or Gr. 12	
SNC3E Science	BDV4C Entrepreneurship: Venture Planning in an Electronic Age	SNC3C Science	BDV4C Entrepreneurship: Venture Planning in an Electronic Age	(R) SCH3U Chemistry	(R) MCV4U Calculus and Vectors	BMX3E Marketing: Retail and Service	GLN4O Navigating the Workplace

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

E. Occupations in the Construction Sector

The National Occupational Classification (NOC) is a system that describes and classifies all occupations in Canada using four-digit codes called National Occupation Codes (NOCs). This system and the codes are the authoritative source for occupational information in Canada. Entering one of these four-digit codes in the “Quick Search” box on the NOC website (<http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>) provides occupational information related to that career.

For more information on occupations, go to the Ontario Skills Passport website (<http://skills.edu.gov.on.ca>), click on “Occupations and Tasks” in the navigation bar, select “Sorted by NOC”, and click on the “Sample Workplace Tasks” checkmark for one of the occupations to view a description of the occupation, an overview of the Essential skills required in the occupation, a list of sample tasks for the occupation, and assessment tools and other career and employment information related to the occupation.

The following are examples of occupations in the construction sector, along with their NOC codes, sorted according to the type of postsecondary education or training each occupation would normally require.

Note: Some of the names of occupations given below may differ slightly from the names in the NOC. The names listed here reflect common usage by institutions and organizations in this sector in Ontario.

Apprenticeship Training	College
<ul style="list-style-type: none"> • Brick and Stone Mason 7281 • Carpenter 7271 • Construction Millwright 7311 • Electrician 7241 • Heating and Air Conditioning Contractor 7313 • Painter and Decorator 7294 • Plumber 7251 • Roofer 7291 	<ul style="list-style-type: none"> • Architectural Design Technician / Technologist 2251 • Civil Engineering Technologist 2231 • Construction Estimator 2234 • Construction Manager 0711 • Construction Technologist 2231 • Contractor and Supervisor – Electrical Trades and Telecommunications 7212 • Home Inspector 2264 • Interior Designer 5242 • Residential Home Builder or Renovator 0712

University	Workplace
<ul style="list-style-type: none">• Architect 2151• Electrical Engineer 2133• Mechanical Engineer 2132• Structural Engineer 2131	<ul style="list-style-type: none">• Carpenter Helper 7611• Concrete Finisher 7282• Construction Trades Helper and Labourer 7611• Demolition Worker 7611• Drywall Installer 7611• Helper – Construction Trades 7611• Home Renovator 0712

F. Postsecondary Programs and Training Related to Careers in the Construction Sector

The following are examples of programs and training related to careers in the construction sector and the accreditations or types of accreditation each results in:

Apprenticeship Training

Brick and Stone Mason	Certificate of Apprenticeship/ Certificate of Qualification
Concrete Finisher	Certificate of Apprenticeship/ Certificate of Qualification
Construction Craft Worker	Certificate of Apprenticeship/ Certificate of Qualification
Construction and Maintenance Electrician	Certificate of Apprenticeship/ Certificate of Qualification
Construction Millwright	Certificate of Apprenticeship/ Certificate of Qualification
Drywall, Acoustic, and Lathing Applicator	Certificate of Apprenticeship/ Certificate of Qualification
General Carpenter	Certificate of Apprenticeship/ Certificate of Qualification
Plumber	Certificate of Apprenticeship/ Certificate of Qualification
Refrigeration and Air Conditioning Systems Mechanic	Certificate of Apprenticeship/ Certificate of Qualification
Sheet Metal Worker	Certificate of Apprenticeship/ Certificate of Qualification

College

Air Conditioning and Refrigeration Engineering Technician	Diploma
Applied Technology – Construction and Environment: Regulations and Compliance	Bachelor's degree

Applied Technology – Construction Science and Management	Bachelor's degree
Architectural Technician	Diploma
Architectural Technology	Advanced diploma
Building Inspection Technician	Diploma
Construction Engineering Technology	Advanced diploma
Electrical Engineering Technician – Industrial	Diploma
Electrical Power Generation	Diploma
Electrical Techniques	Diploma
Fire Protection Engineering Technician	Diploma

University

Civil Engineering	Bachelor's degree, honours
Electrical Engineering	Bachelor's degree, honours
Industrial Engineering	Bachelor's degree, honours
Mechanical Engineering	Bachelor's degree, honours

Training for the Workplace

Construction Techniques	Certificate
Gas Metal Arc Welding	Certificate
Mechanical Techniques – CNC/CAD/CAM Specialist	Certificate
Mechanical Techniques – Construction	Certificate
Mechanical Techniques – Design	Certificate
Welding Techniques	Certificate

G. Resources

Associations and Other Professional Groups

Alliance of Sector Councils	www.councils.org
Canadian Home Builders Association (CHBA)	www.chba.ca
Conference Board of Canada	www.conferenceboard.ca
Electrical Contractors Association of Ontario	www.ecao.org
International Technology Education Association	www.iteaconnect.org
National Association of Women in Construction	www.nawic.org
Ontario Construction Secretariat (OCS)	www.iciconstruction.com/ site/index.html
Ontario Cooperative Education Association	www.ocea.on.ca
Ontario Council for Technology Education (OCTE)	www.octe.on.ca
Ontario Home Builders Association	www.homeontario.com
Ontario School Counsellors' Association	www.osca.ca
Professional Women in Construction	www.pwcusa.org
Residential Construction Council of Central Ontario (RESCON)	www.rescon.ws/profile/1.asp
Skills Canada	www.skillscanada.com
Skills Canada – Ontario	www.skillsontario.com
Women in Construction	www.iee.org

Careers

Apprentice Search	www.apprenticesearch.com
Canada Job Futures	www.jobfutures.ca
Canadian Construction Women	www.constructionwomen. org/default.asp

Career Cruising	www.careercruising.com
Careers in Construction	www.careersinconstruction.ca
Employment Ontario	www.edu.gov.on.ca/eng/tec/etlanding.html
Job Bank	www.jobbank.gc.ca
Labour Market Information	www.labourmarketinformation.ca
Ontario Prospects	www.ontarioprospects.info
Ontario Skills Passport (OSP)	http://skills.edu.gov.on.ca
Ontario WorkInfoNet	www.onwin.ca/english
Skill Plan (B.C. Construction Industry Skills Improvement Council)	www.skillplan.ca/English/publications.htm
Statistics Canada	www.statcan.ca
Youth Opportunities Ontario	www.youthjobs.gov.on.ca

Education/Government

Applications of Working and Learning National Project	www.awal.ca/about.asp
Construction and Trades Lesson Plans	www.khake.com/page82.html
Federal Resources for Educational Experience	www.free.ed.gov
Independent Learning Centre	www.ilc.org
Industry Canada	www.ic.gc.ca
Ministry of Education	www.edu.gov.on.ca
Ministry of Labour	www.labour.gov.on.ca
Ministry of Research and Innovation	www.mri.gov.on.ca
Ministry of Training, Colleges and Universities (MTCU)	www.edu.gov.on.ca/eng/tcu
Ontario College Application Service	www.ontariocolleges.ca
Ontario Skills Passport (OSP)	http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp
Ontario Universities' Application Centre	www.ouac.on.ca
Passport to Prosperity	www.edu.gov.on.ca/passport
Towes: How Do Your Skills Measure Up? Skill Plan	http://measureup.towes.com

Safety, Training, and Certifications

Canada Safety Council (CSC)	www.safety-council.org
Canadian Centre for Occupational Health and Safety (CCOHS)	www.ccohs.ca/
Canadian Red Cross Society	www.redcross.ca
Construction Safety Association of Ontario	www.csao.org
Electrical Safety Authority	www.esainspection.net
Industrial Accident Prevention Association (IAPA)	www.iapa.ca
Interprovincial Standards Red Seal Program	www.red-seal.ca/Site/about/index_e.htm
Live Safe! Work Smart!	www.livesafeworksmart.net/
Passport to Safety	www.passporttosafety.com/
Prevention Dynamics	www.preventiondynamics.com
St. John Ambulance	www.sja.ca
Virtual WHMIS	www.virtualwhmis.com
Workplace Safety and Insurance Board (WSIB)	www.wsib.on.ca

H. Appendices

Appendix A: Contextualized Learning Activities (CLAs) for the Specialist High Skills Majors

For the “other required credits” in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

CLAs must take a minimum of 6 hours to complete. Boards may choose to develop one activity that takes 6 hours to complete or two or more activities that together take a minimum of 6 hours to complete.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

Contextualized Learning Activity (CLA) Template*Submit all material in Microsoft Word.***Contact Information**

Board: _____

Development date: _____

Contact person: _____

Position: _____

Phone: () _____ - _____ Fax: () _____ - _____ E-mail: _____

Specialist High Skills Major**Course code and course title****Name of contextualized learning
activity/activities**

(continued)

Appendix A (continued)

Brief description of contextualized learning activity/activities	
Duration	<i>(A minimum of 6 hours to complete the CLA(s) is required.)</i>
Overall expectations	<i>(Identify the overall expectation(s) to be assessed and/or evaluated through the CLA(s). Include strand title(s).)</i>
Specific expectations	<i>(Identify the specific expectations related to the above overall expectation(s) that are addressed in the instructional and assessment strategies of the CLA(s). Include strand title(s) and suborganizer(s).)</i>
Essential Skills and work habits from the OSP	<i>(List the Essential Skills and work habits from the OSP that are addressed in the CLA(s).)</i>
Catholic graduate expectations (if applicable)	

Instructional/Assessment Strategies

Teacher's Notes *(Provide suggestions that will assist the teacher in delivering the CLA(s). For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the activity.)*

Context *(Describe the workplace context for the activity/activities.)*

Strategies *(In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.)*

Assessment and Evaluation of Student Achievement – Summary

(List all assessment and evaluation strategies and tasks, based on the strategies identified in the preceding section. Attach checklists, rubrics, correction keys, etc.)

Strategies/Tasks <i>(add rows as required)</i>	Purpose Assessment for learning (diagnostic, formative) OR Assessment of learning (summative; for evaluation)
1.	
2.	
3.	
4.	
5.	
6.	

Additional Notes/Comments/Explanations

(Provide additional suggestions for teachers that will help them deliver the CLA(s).)

--

Resources

(List all the resources needed to support the implementation of the CLA(s).)

Authentic Workplace Materials (e.g., blueprints, workplace manuals, specification sheets, spreadsheets)

Human Resources

Print

Video/DVD

Software

Websites

Other

Accommodations

(List instructional, environmental, and assessment accommodations.)

List of Attachments

(Attach all related materials, e.g., student worksheets, tests, rubrics.)

Appendix B: Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
Job shadowing			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	<ul style="list-style-type: none"> • involves the pairing of a student with a worker in a specific occupation • may be integrated with a credit course • may be part of a student's school–work transition program
Job twinning			
1/2 to 1 day	none	one-on-one observation of a cooperative education student at his or her placement	<ul style="list-style-type: none"> • involves the pairing of a student with a cooperative education student • may be integrated with a credit course • may be part of a student's school–work transition program
Work experience			
1–4 weeks	none	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	<ul style="list-style-type: none"> • involves a short-term, subject-related work placement • forms an integral part of a specific credit course • requires pre-placement orientation • requires a personalized placement learning plan
Virtual work experience			
the equivalent of 1–4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	<ul style="list-style-type: none"> • involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet • forms an integral part of a specific credit course • requires pre-placement orientation • requires a personalized placement learning plan
Cooperative education			
full term (year or semester)	1 credit per 110-hour cooperative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	<ul style="list-style-type: none"> • requires a personalized placement learning plan • involves the earning of credits • requires 15 hours of pre-placement instruction • is monitored by the cooperative education teacher • has a classroom and a workplace component • involves reflective learning • requires 7 hours of integration per co-op credit

(continued)

Appendix B (continued)

Length	Credit Value	Description	Key Elements
School-work transition programs			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school- and work-based education and training involving a variety of learning opportunities	<ul style="list-style-type: none"> • is oriented towards students who will be entering the workforce directly after high school • involves the development of partnerships with employers • involves the enhancement of curriculum with input from employers • involves the earning of cooperative education credits
Ontario Youth Apprenticeship Program (OYAP)			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	<ul style="list-style-type: none"> • is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD • may involve the student's registration in an apprenticeship • requires documentation by the student and trainer regarding trade-specific competencies acquired • involves the earning of cooperative education credits

(From Ontario Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000, pp. 7–8)

Appendix C: Minimum Age to Work in and Visit Ontario Workplaces¹

Specialist High Skills Major ²	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting ³
<ul style="list-style-type: none"> • Arts and Culture • Business • Health and Wellness • Hospitality and Tourism 	Industrial establishments, ⁴ such as offices, stores, arenas, restaurant serving areas	14	The regulation governing industrial establishments (Reg. 851, R.R.O. 1990) made under the OHSA sets out minimum age restrictions for workers, covering workplaces such as offices, stores, arenas, restaurants, and factories. However, the regulation states that people younger than the specified minimum age to work may <i>visit</i> (but not <i>work in</i>) these establishments if:
<ul style="list-style-type: none"> • Business • Hospitality and Tourism • Manufacturing • Transportation 	Most factories, ⁵ including restaurants and any commercial kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses	15	<ul style="list-style-type: none"> • they are accompanied by a person who has attained the age of majority (i.e., 18 years of age); • they are being guided on a tour of the industrial establishment (e.g., office, store, arena, or factory); • they are in an area of the industrial establishment used for sales purposes; or • they are in an area of the establishment to which the public generally has access.
<ul style="list-style-type: none"> • Forestry 	Logging operations ⁶	16	
<ul style="list-style-type: none"> • Construction 	Construction project ⁷	16	Under the regulation governing construction projects (O. Reg. 213/91) made under the OHSA, 16 is the minimum age to work on or to visit any construction project. A person under the age of 16 may <i>visit</i> a construction site <i>only when work is not being performed there</i> . (Note that the definitions of <i>construction</i> and <i>construction project</i> include a wide variety of types of work and workplaces. It is important to review the definitions carefully. See note 7, below.)

All notes appear on pages 32–34.

(continued)

Appendix C (continued)

Specialist High Skills Major ²	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting ¹
<ul style="list-style-type: none"> • Mining 	Surface mines, ⁸ mining plants ⁹ Underground mine Working face of a surface mine	16 18 18	The regulation governing mines and mining plants (Reg. 854, R.R.O. 1990) made under the OHSA allows for tours or visits to mines and mining plants by persons who are younger than the specified minimum age to work if they are accompanied by and under the direction of a guide.
<ul style="list-style-type: none"> • Agriculture • Arts and Culture • Environment • Health and Wellness • Horticulture and Landscaping 	Certain workplaces (or parts thereof) may be covered, with respect to age restrictions, by regulations governing other sectors. For example, see the industrial establishments regulation (Reg. 851, R.R.O. 1990).		
<ul style="list-style-type: none"> • Construction • Manufacturing 	Window cleaning	18	<i>Not applicable.</i> (The regulation governing window cleaning is Reg. 859, R.R.O. 1990.)

Notes to Appendix C

1. As specified in regulations made under the Occupational Health and Safety Act (OHSA). Other statutes and regulations made under those statutes also set minimum ages for various occupations.

In addition, some workplaces have established their own, *more stringent* minimum ages for employment. For instance, some retail establishments and restaurant chains will not hire anyone under the age of 16, even though the legislated minimum age limit is lower. Similarly, some industrial establishments, and other workplaces that require the use of heavy equipment or machinery, will not hire anyone under the age of 18, even though the legislated minimum age limit might be lower. Such in-house minimum age requirements may be acceptable, as long as the limits do not conflict with the Ontario Human Rights Code or other applicable law.

2. Column 1 identifies the Specialist High Skills Majors with which the workplace categories in column 2 may be associated. Note, however, that some specialist programs may involve workplaces identified in more than one category (e.g., a business program may involve offices, factories, and construction sites). When using this chart to verify compliance

with minimum age to work and visit requirements, always refer to the particular type of workplaces involved in the program (column 2), not to the sector to which the program relates (column 1).

3. Under certain conditions, as identified in this table, persons younger than the minimum age to work may visit, *but not work in*, certain workplaces.
4. According to the OHSA, **industrial establishment** means an office building, factory, arena, shop or office, and any land, buildings and structures appertaining thereto.
5. According to the OHSA, **factory** means
 - a) a building or place other than a mine, mining plant or place where homework is carried on, where,
 - i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,
 - ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,
 - (A) used to work with any machinery or device, or
 - (B) modified in any manner,
 - iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,
 - iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or
 - v) aircraft, locomotives, or vehicles used for private or public transport are maintained,
 - b) a laundry including a laundry operated in conjunction with,
 - i) a public or private hospital,
 - ii) a hotel, or
 - iii) a public or private institution for religious, charitable or educational purposes, and
 - c) a logging operation.
6. According to the OHSA, **logging** means the operation of felling or trimming trees for commercial or industrial purposes or for the clearing of land, and includes the measuring, storing, transporting or floating of logs, the maintenance of haul roads, scarification, the carrying out of planned burns and the practice of silviculture.
7. According to the OHSA, **construction** includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

Project means a construction project, whether public or private, including,

- a) the construction of a building, bridge, structure, industrial establishment, mining plant, shaft, tunnel, caisson, trench, excavation, highway, railway, street, runway, parking lot, cofferdam, conduit, sewer, water main, service connection, telegraph, telephone or electrical cable, pipe line, duct or well, or any combination thereof,
 - b) the moving of a building or structure, and
 - c) any work or undertaking, or any lands or appurtenances used in connection with construction.
8. According to the OHSA, **mine** means any work or undertaking for the purpose of opening up, proving, removing or extracting any metallic or non-metallic mineral or mineral-bearing substance, rock, earth, clay, sand or gravel.
9. According to the OHSA, **mining plant** means any roasting or smelting furnace, concentrator, mill or place used for or in connection with washing, crushing, grinding, sifting, reducing, leaching, roasting, smelting, refining, treating or research on any substance mentioned in the definition of "mine" (see note 8, above).

Program Profiles

Program Profile: Algoma District School Board

Name of Initiative	SalDan House Construction Project
Brief description	This program focuses on advanced general carpentry and gives students experience working in the construction industry, including some exposure to the electrical and plumbing trades. Students gain knowledge and skills in many aspects of home construction, including residential framing, sloped roofing, installation of exterior doors and windows, exterior finishing, insulation and vapour barriers, and application of drywall lathing. They read blueprints, estimate materials, work in teams, and learn about and demonstrate the safe and proper use of hand and stationary power tools. The single-family home they construct is sold by SalDan Developments Ltd.
Number of students	30
Board	Algoma District School Board 644 Albert St East Sault Ste Marie ON P6A 2K7
Board contact	Name: Jan Marrelli Title: Student Success Leader Phone: 705-945-7114 Fax: 705-945-7101 E-mail: marrellj@adsb.on.ca
School	White Pines Collegiate and Vocational School 1007 Trunk Rd Sault Ste Marie ON P6A 6T5
School contact	Name: Mark Zorzit Title: Principal Phone: 705-945-7181 Fax: 705-945-0726 E-mail: zorzitm@adsb.on.ca
Partners:	
Business/Community	SalDan Developments Ltd.
College	Sault College
University	Algoma University

Program Profile: Avon Maitland District School Board

Name of Initiative	Lightning Tech / Off-site Construction
Brief description	<p>The program at Listowel District Secondary School focuses on construction skills related to wood frame construction, electrical systems, roofing, renovations, use of concrete, design, and materials estimating. Students develop these skills both on the job site and in the classroom, while also learning how to work in a safe manner.</p> <p>The F.E. Madill Secondary School program provides students with knowledge in areas that are fundamental to all construction trades, including mathematics, safety, WHMIS, welding, estimating, and employability skills. Students apply what they have learned in the classroom by working on construction jobsites alongside tradespeople in the community.</p>
Number of students	40
Board	Avon Maitland District School Board 62 Chalk St North Seaforth ON N0K 1W0
Board contact	Name: Ted Doherty Title: Superintendent of Education – Operations Phone: 1-800-592-5437 or 519-527-0111 ext. 109 Fax: 519-527-0222 E-mail: teddohe@fc.amdsb.ca
School 1	F.E. Madill Secondary School 231 Victoria St East Wingham ON NOG 2W0
School contact	Name: Steve McKague Title: Teacher Phone: 519-357-1800 Fax: 519-357-4137 E-mail: stevmcka@fc.amdsb.ca
School 2	Listowel District Secondary School 155 Maitland Ave South Listowel ON N4W 2M4
School contact	Name: Marcel van Leeuwen Title: Teacher Phone: 519-291-1880 Fax: 519-291-5590 E-mail: marcvanl@fc.amdsb.ca

Partners:

Business/Community

- Budsteel Architectural
 - Hay's Home Hardware
 - Hodgins Tim'br Mart
 - Mike Mulvey Construction
 - Montgomery's Comfort Centre
 - Municipality of North Perth
 - Perth Community Futures
 - Phil Thompson Concrete
 - Pletch Electric
-

Colleges

- Fanshawe College
- Georgian College

Program Profile: Conseil des écoles catholiques de langue française du Centre-Est

Name of Initiative	The Academy of Construction
Brief description	In this SHSM, students develop their skills in construction and home renovation by familiarizing themselves with tools, materials, and products used in construction. Students can earn dual credits through cabinetmaker, carpenter, electrician, and plumber apprenticeship training.
Number of students	20
Board	Conseil des écoles catholiques de langue française du Centre-Est 4000, rue Labelle Ottawa ON K1J 1A1
Board contact	Name: Bernard Roy Title: Surintendant de l'éducation et leader PARE (Programme axé sur la réussite des élèves) Phone: 613-746-3675 Fax: 613-746-3018 E-mail: royb@ceclf.edu.on.ca
School	Centre professionnel et technique Minto 801, promenade de l'Aviation Ottawa ON K1K 4R3
School contacts	Name: Dany Dumont Title: Directeur Phone: 613-842-5319 Fax: 613-842-5118 E-mail: dumond@ceclf.edu.on.ca Name: Daniel Alary Title: Enseignant Phone: 613-842-5319 Fax: 613-842-5118 E-mail: alaryda@ceclf.edu.on.ca
Partners:	
Business/Community	Minto Developments Inc.
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil scolaire de district catholique Centre-Sud

Name of Initiative	Building a Specialist High Skills Major
Brief description	In this program, students build a not-for-profit house from the foundation to the roof, including exterior finishing, in doing so familiarizing themselves with the tools, equipment, materials, and techniques used in construction. In addition to learning about structural analysis, design, working and presentation drawings, and technical installations, they solve problems, estimate the cost of materials, and explore energy conservation methods. They also learn the importance of teamwork and attention to detail in construction work. Throughout the program, students learn about health and safety and career opportunities in construction and earn certifications.
Number of students	22
Board	Conseil scolaire de district catholique Centre-Sud 110, avenue Drewry Toronto ON M2M 1C8
Board contacts	<p>Name: Lianne Lefebvre Title: Directrice des programmes alternatifs Phone: 905-270-6318 Fax: 905-270-0185 E-mail: llefebvre@csdccc.edu.on.ca</p> <p>Name: Krista-Layne Brandon Title: Conseillère pédagogique Phone: 519-821-3803 ext. 221 Fax: 519-824-6679 E-mail: kbrandon@csdccc.edu.on.ca</p>
School 1	École secondaire catholique Académie Mère Teresa 50, cour Lisgar Hamilton ON L8T 4Y4
School contact	<p>Name: Joanne Leblanc-Holden Title: Directrice Phone: 905-389-4055 Fax: 905-389-9496 E-mail: jleblanc-holden@csdccc.edu.on.ca</p>

School 2 **École secondaire catholique Jean-Vanier**
381, avenue Clare
Welland ON L3C 5R2

School contact Name: Paul Lafontaine
Title: Directeur
Phone: 905-714-7882
Fax: 905-714-0776
E-mail: plafontaine@csdccc.edu.on.ca

Partners:
Business/Community - Celac Construction Ltd.
 - MacNeil Custom Framing

College Collège Boréal

Program Profile: Durham District School Board

Name of Initiative **General Carpentry Internship**

Brief description This SHSM focuses on modern building techniques and EnerGuide standards. Students complete their Grade 11 course requirements at their home schools and in Grade 12 they attend Dunbarton High School, where their studies are complemented by training at college and work on construction sites. The program includes instruction in the fundamentals of forming, framing, and finishing, as well as exposure to all trades in the construction industry. This SHSM is open to students from all secondary schools in Durham Region.

Number of students 20–40

Board **Durham District School Board**
400 Taunton Rd East
Whitby ON L1R 2K6

Board contacts **Name:** John Beatty
Title: Education Officer, Programs 7–12, Student Success Leader
Phone: 905-666-6971
Fax: 905-666-6370
E-mail: beatty_john@durham.edu.on.ca

Name: Rose Retsinas
Title: OYAP Coordinator
Phone: 905-666-6322
Fax: 905-666-6946
E-mail: retsinas_rose@durham.edu.on.ca

School **Dunbarton High School**
655 Sheppard Ave
Pickering ON L1V 1G2

School contact **Name:** Richard White
Title: Principal
Phone: 905-839-1125
Fax: 905-839-6536
E-mail: white_richard@durham.edu.on.ca

Partners:

Business/Community • Liza Homes
• Mattamy Homes
• Tribute Homes

College Fleming College

Program Profile: Catholic District School Board of Eastern Ontario

Name of Initiative	BUILD
Brief description	This program supports all four postsecondary pathways. Students apply their knowledge and skills to two projects: construction of a cabin in partnership with the St. Lawrence Parks Commission and a renovation project.
Number of students	16
Board	Catholic District School Board of Eastern Ontario 2755 Hwy 43 PO Box 2222 Kemptville ON K0G 1J0
Board contact	Name: Sheila Farris Title: Supervising Principal of Student Success Initiative Phone: 613-283-5007 Fax: 613-283-5783 E-mail: Sheila.Farris@cdsbeo.on.ca
School	Notre Dame Catholic High School 157 McKenzie St Carleton Place ON K7C 4P2
School contact	Name: Bill Howe Title: Teacher Phone: 613-253-4700 Fax: 613-253-5544 E-mail: Bill.Howe@cdsbeo.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Advance Industrial Training • CCWG Stockman's Supply • Construction Safety Association of Ontario – Ottawa West Branch • Drummond Construction • Ed Devlin Masonry • Jeff Jackson Construction • Passport to Prosperity • Reg Pye Construction • Rona Lumber
College	Algonquin College
University	University of Guelph – Kemptville Campus

Program Profile: **Conseil des écoles publiques de l'Est de l'Ontario**

Name of Initiative	Building a Future in Construction
Brief description	In this SHSM, students familiarize themselves with aspects of the design and execution of a residential construction project. They are introduced to the carpentry, electrical, and plumbing trades, and have an opportunity to acquire certifications that are recognized in the industry.
Number of students	25
Board	Conseil des écoles publiques de l'Est de l'Ontario 2445, boulevard Saint-Laurent Ottawa ON K1G 6C3
Board contact	Name: Suzanne Moncion Title: Surintendante de l'éducation Phone: 613-742-8960 ext. 3845 Fax: 613-842-8740 E-mail: Suzanne.moncion@cepeo.on.ca
School	École secondaire publique Deslauriers 159, promenade Chesterton Nepean ON K2E 7E6
School contact	Name: Edmond Léger Title: Enseignant Phone: 613-820-0992 Fax: 613-820-9012 E-mail: Edmond.leger@cepeo.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Canada Mortgage and Housing Corporation (CMHC) • Habitat for Humanity
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil scolaire de district catholique de l'Est ontarien

Name of Initiative	Core Curriculum in Construction
Brief description	This SHSM, in which students build a model of a home – from the foundation to the roof and the exterior finishing – allows students to acquire the basic concepts and skills related to a variety of trades in the construction industry, while also learning the importance of teamwork and attention to detail. The program is designed to prepare students for the job market or for apprenticeship training in construction trades such as carpenter, cabinetmaker, bricklayer, plumber, electrician, and drywall installer.
Number of students	40
Board	Conseil scolaire de district catholique de l'Est ontarien 875, chemin de comté 17 L'Orignal ON K0B 1K0
Board contact	Name: Celine Cadieux Title: Surintendante de l'éducation Phone: 613-675-4691 ext. 206 Fax: 613-675-2789 E-mail: cadice@csdceo.on.ca
School 1	École secondaire catholique La Citadelle 510, ave McConnell Cornwall ON K6H 4M1
School contact	Name: Pierre Morin Title: Directeur Phone: 613-933-0172 Fax: 613-933-3886 E-mail: moripi@csdceo.on.ca
School 2	École secondaire catholique L'Escale 1535, ave du Parc Rockland ON K4K 1K6
School contact	Name: Denis Tardif Title: Directeur Phone: 613-446-5169 Fax: 613-446-6219 E-mail: tardde@csdceo.on.ca

Partners:

- Business/Community**
- Alfred Home Hardware
 - Cornwall Home Hardware
 - Perkins & Caron Rona Home Centre
 - Rockland Canadian Tire
 - Seaway Valley Trades Association
-

College La Cité collégiale

- Universities**
- Campus Alfred – Université de Guelph
 - Université d'Ottawa

Program Profile: Grand Erie District School Board

Name of Initiative	Destination Construction
Brief description	<p>The Destination Construction program at McKinnon Park Secondary School focuses on all aspects of residential construction. Grade 11 students learn and practise skills in framing, roofing, window installation, wiring, and plumbing rough-in. In Grade 12, students focus on insulation, vapour barrier, drywall, painting, and interior trim, and work on interior and exterior design plans and present these plans to the homeowner.</p> <p>The program at Cayuga Secondary School focuses on residential construction and on electrical and plumbing knowledge and skills development. Students learn about the Ontario Building Code and gain experience in measurement, blueprint reading, architectural scale reading, and construction modelling. They also learn about the safe use of residential construction equipment and woodworking tools and explore some of the generic skills used in the mechanical trades, as well as the technical information, standards, and codes that govern these trades. The coursework, which largely consists of projects, allows students to work in groups and individually to solve a variety of construction-related problems. Thinking, inquiring, and employability skills (e.g., communication, problem-solving, adaptability) play a fundamental role in all classroom activities.</p>
Number of students	25
Board	Grand Erie District School Board 349 Erie Ave Brantford ON N3T 5V3
Board contact	Name: Suzanne Cass Title: School-to-Work Officer Phone: 519-754-1606 ext. 287239 Fax: 519-754-4842 E-mail: casssuz@fc.gedsb.net
School 1	McKinnon Park Secondary School 91 Haddington St. Caledonia ON N3W 2H2
School contact	Name: Charles Richardson Title: Construction Technology Education Teacher Phone: 905-765-4466 Fax: 905-765-1439 E-mail: crichard@fc.gedsb.net

School 2 **Cayuga Secondary School**
PO Box 2001
#70 Haldimand, Hwy 54
Cayuga ON N0A 1E0

School contact Name: Mike Calder
Title: Technological Education Teacher
Phone: 905-772-3301
Fax: 905 772-5330
E-mail: caldermike@yahoo.com

Partners:

Business/Community • Clarke Industries
 • Construction Safety Association Ontario
 • Dickie Carpentry
 • Fleming Construction
 • Georgia Pacific
 • Grand Erie Training and Adjustment Board

College Mohawk College

Program Profile: Hastings and Prince Edward District School Board

Name of Initiative	Restoration and Renovation
Brief description	This program focuses on the design, renovation, and construction of residential and commercial structures. Students adhere to industry standards as they work from initial drawings to the finished product. They develop skills related to rough carpentry, measurement, dry wall, and calculating project costs.
Number of students	26
Board	Hastings and Prince Edward District School Board 156 Ann St Belleville ON K8N 1N9
Board contact	Name: Mandy Savery-Whiteway Title: Student Success Leader Phone: 613-966-1170 ext. 2211 Fax: 613-966-5952 E-mail: msavery-whiteway@hpedsb.on.ca
School	Centre Hastings Secondary School 129 Elgin St Box 520 Madoc ON K0K 2K0
School contact	Name: Kim Potvin Title: Principal Phone: 613-473-4251 Fax: 613-473-4182 E-mail: kpotvin@hpedsb.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Allan Fluke Contracting • Danford Construction • LIUNA, Local 183 • Mainstreet Revitalization Committee • Municipality of Centre Hastings • Thompson's Plumbing
Colleges	<ul style="list-style-type: none"> • George Brown College • Loyalist College • St. Lawrence College
University	Ryerson University

Program Profile: Huron-Perth Catholic District School Board

Name of Initiative	Direct Connect Your Future: Construction Community Build
Brief description	The program focuses on carpentry, electrical, plumbing, job-site readiness, and interpersonal skills. Students engage in all aspects of home building, renovation, and shed construction, including pricing, estimating, purchasing, marketing, and design. Students learn about drywall; siding; roofing; shingling; floor, wall, and roof framing; insulation; trimming; carpentry finishing; wiring (including bending, threading, and cutting); series, parallel, and combination circuits; and the use of a knock-out punch and a multimeter. Students work with developers on construction projects in the construction shop, interact with clients while designing products that meet the client's specifications, and install sinks, toilets, pipes, and lighting. The use of materials and tools is taught with an emphasis on safety.
Number of students	56
Board	Huron-Perth Catholic District School Board PO Box 70 87 Mill St Dublin ON N0K 1E0
Board contact	Name: Tim Martens Title: OYAP Project Leader Phone: 519-345-2440 ext. 328 Fax: 519-345-2449 E-mail: tim_martens@hpcdsb.edu.on.ca
School	St. Michael Catholic Secondary School 240 Oakdale Ave Stratford ON N5A 7W2
School contact	Name: Sandie Ennett Title: SHSM Special Project Teacher Phone: 519-271-0890 Fax: 519-271-8250 E-mail: sandie_ennett@hpcdsb.edu.on.ca

Partners:

Business/Community

- Brown Climate Care
 - Buchanan and Hall
 - Culliton Brothers Ltd.
 - Electrical Safety Authority
 - Feeney Field Consultants Training and Advisory
 - Habitat for Humanity – Perth
 - NA Engineering Associate Inc.
 - Stratford and Area Builders Association
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Colleges

- Conestoga College
- Fanshawe College

Program Profile: Huron-Superior Catholic District School Board

Name of Initiative	Specialist High Skills Major—Construction
Brief description	This program focuses on all aspects of residential construction, including foundations, framing, roofing, window installation, wiring, plumbing rough-in, drywall, painting, flooring, and cabinetry. Students get hands-on construction experience and are mentored by industry tradespersons. The program encompasses three house-building projects that run concurrently: one in the school construction shop, one on a site within the school board's jurisdiction, and one a Habitat for Humanity house. Students can earn a dual credit in drafting and blueprint reading from Sault College.
Number of students	9
Board	Huron-Superior Catholic District School Board 90 Ontario Ave Sault Ste Marie ON P6B 6G7
Board contact	Name: Larry Pezzutto Title: Student Success Leader Phone: 705-945-5603 Fax: 705-945-5653 E-mail: lpezzutto@hscdsb.on.ca
School	St. Mary's College 130 Wellington St East Sault Ste Marie ON P6A 2L5
School contact	Name: Cindy Salituri Title: Principal Phone: 705-945-5540 Fax: 705-945-5575 E-mail: csalituri@hscdsb.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> ▀ Action Plumbing ▀ Habitat for Humanity ▀ Lyon's Timber Mart ▀ Ontario Concrete ▀ Ruscio Contracting ▀ S & T Electric ▀ Sault Ste Marie Construction Association
College	Sault College
University	Algoma University

Program Profile: Kawartha Pine Ridge District School Board

Name of Initiative	Specialist High Skills Major–Construction
Brief description	<p>The program at Campbellford District High School focuses on the restoration of buildings in the community, including carpentry, cabinet construction, and restoration. Students engage in trade-related activities, such as estimating material and labour costs, and researching the period in which the building to be restored was built. They remove, repair, and reinstall components of buildings that are more than a century old, including doors, windows, mouldings, and trim.</p> <p>Students in the program at Crestwood Secondary School focus on home repair, house building, and renovations. They complete small projects such as decks, play structures, and renovations and take part in larger projects (e.g., house construction) as part of a team that includes community partners. In both cases, they work with other specialized trades as required (e.g., electrical and plumbing). Students engage in tasks such as project coordinating, designing and building, framing, working with hand tools, drywalling, measuring, blueprint reading, and estimating the cost of materials, and follow the required health and safety processes and procedures as they carry out this work.</p>
Number of students	165
Board	Kawartha Pine Ridge District School Board 1994 Fisher Dr Peterborough ON K9J 7A1
Board contact	Name: Rob Andrews Title: Superintendent of Education and Student Success Leader Phone: 1-877-577-7048 ext. 2173 Fax: 705-742-7801 E-mail: Robert_andrews@kprdsb.ca
School 1	Crestwood Secondary School 1885 Sherbrooke St W Peterborough ON K9J 6X4
School contacts	Name: Wilf Gray Title: Principal Phone: 705-742-9921 Fax: 705-740-1957 E-mail: wilf_gray@kprdsb.ca Name: Jim Merrill Title: Teacher Phone: 705-742-9921 Fax: 705-740-1957 E-mail: jim_merrill@kprdsb.ca

School 2 **Campbellford District High School**
119 Ranney St
Campbellford ON K0L 1L0

School contact **Name:** Mina Murphy
 Title: Principal
 Phone: 705-653-3060
 Fax: 705-653-5632
 E-mail: mina_murphy@kprdsb.ca

Partners:

Business/Community

- Campbellford Woodworks Ltd.
- G.K. Sproule Old Buildings
- Keith Wallace Masonry and Construction
- Life Long Learning Center
- Parkview Homes
- Peter Smallwood Construction
- Rona Cashway

Colleges

- Fleming College
- Georgian College

Universities

- Queen's University
- Ryerson University

Program Profile: Keewatin-Patricia District School Board

Name of Initiative	Babaamaadizii-kakendaasowinnan
Brief description	In this program students gain insight into a variety of construction trades by designing and building facilities such as saunas, smoke-houses, sheds, and garages. In addition to framing, siding, drywall, painting, wiring, door and window installation, roofing, and plumbing, students learn about the safe use of tools, facilities maintenance, and electrical and welding basics. They are also instructed in and demonstrate safe working practices and procedures.
Number of students	26
Board	Keewatin-Patricia District School Board 100 First Ave W Kenora ON P9N 3Z7
Board contacts	<p>Name: Mary Anne Bishop Title: Student Success Leader Phone: 807-727-3405 Fax: 807-727-1159 E-mail: Maryanne.bishop@kpdsb.on.ca</p> <p>Name: Gerry Bozzo Title: Workplace Special Assignment Teacher Phone: 807-468-5571 Fax: 807-468-3857 E-mail: Gerry.bozzo@kpdsb.on.ca</p>
School 1	Dryden High School 79 Casimir Ave Dryden ON P8N 2Z2
School contact	<p>Name: Scott Urquhart Title: Principal Phone: 807-223-2316 Fax: 807-223-2380 E-mail: scott.urquhart@kpdsb.on.ca</p>

School 2	Red Lake District High School 60-C 5002 Hwy 105 Red Lake ON P0V 2M0
School contact	Name: Aileen Yakiwchuk Title: Principal Phone: 807-727-2092 Fax: 807-727-3136 E-mail: aileen.yakiwchuk@kpdsb.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Dryden Municipal Planning Department • Kenora Construction Association • Red Lake Municipal Planning Department
College	Confederation College
University	Carleton University

Program Profile: Lambton Kent District School Board

Name of Initiative **St. Clair Build 2007-08**

Brief description This program, which focuses on both residential and industrial construction, gives students opportunities to develop fundamental construction and safe working skills, and to learn concepts related to design. Because of its high level of construction activity, Sarnia offers many opportunities in residential and industrial construction and in renovation and building maintenance. Students work on-site, seeing construction projects through from start to finish. Their work includes installing framing, scaffolding, drywall, shingles, siding, sliding doors, windows, and insulation.

Number of students 20

Board **Lambton Kent District School Board**
200 Wellington St
Sarnia ON N7T 7L2

Board contact Name: Peter Robinson
Title: Principal – Secondary Program
Phone: 519-336-1500 ext. 466
Fax: 519-336-1586
E-mail: robinspe@lkdsb.net

School **St. Clair Secondary School**
340 Murphy Rd
Sarnia ON N7S 2X1

School contact Name: Scott McKelvie
Title: Vice-Principal
Phone: 519-332-1140
Fax: 519-332-5039
E-mail: mckelvsc@lkdsb.net

Partners:

Business/Community Sarnia Lambton Workforce Development Board

College Lambton College

Program Profile: Limestone District School Board

Name of Initiative	Construction Intern Program
Brief description	Students in this program construct and/or renovate a residential or commercial structure following the Ontario Building Code, from drawings to finished product. Their work can include framing, electrical, plumbing, drywall, roofing, painting, and use of heritage building preservation techniques. Through OYAP, students in the program can pursue either the carpentry or the construction craft worker apprenticeship. The program is open to all secondary students in the board.
Number of students	140
Board	Limestone District School Board 220 Portsmouth Ave Kingston ON K7L 4X4
Board contacts	<p>Name: Dale Midwood Title: Supervising Principal Phone: 613-544-6925 ext. 236 Fax: 613-544-6321 E-mail: Midwoodd@limestone.on.ca</p> <p>Name: Mike Sewell Title: Skills Training and Technology Program Leader Phone: 613-544-6925 ext. 277 Fax: 613-544-6321 E-mail: sewellm@limestone.on.ca</p>
School 1	Queen Elizabeth Collegiate and Vocational Institute 145 Kirkpatrick St Kingston ON K7K 2P4
School contact	<p>Name: Al Baker Title: Principal Phone: 613-546-1714 Fax: 613-546-5008 E-mail: qecvi@limestone.on.ca</p>

School 2 **Napanee District Secondary School**
245 Belleville Rd
Napanee ON K7R 3M7

School contact Name: Craig Alderson
Title: Principal
Phone: 613-354-3381
Fax: 613-354-1206
E-mail: napdi@limestone.on.ca

School 3 **North Addington Education Centre**
14196 Hwy 41
Cloyne ON K0H 1K0

School contact Name: Angela Salmond
Title: Principal
Phone: 613-336-8991
Fax: 613-336-8209
E-mail: norae@limestone.on.ca

School 4 **Loyalist Collegiate and Vocational Institute**
153 Van Order Dr
Kingston ON K7M 1B9

School contact Name: Norah Marsh
Title: Principal
Phone: 613-546-5575
Fax: 613-546-0177
E-mail: locvi@limestone.on.ca

Partners:

- Business/Community**
- Advanced Industrial Training
 - Barr Homes
 - Braebury Homes
 - Caraco Development
 - Construction Safety Association of Ontario
 - Greene Homes
 - Heartwood Construction
 - Job Connect
 - Kingston Chamber of Commerce
 - Kingston Construction Association
 - Kingston Economic Development Corporation
 - Kingston Home Builders Association
 - Marques Homes
 - Ontario Electrical League
 - Pat Powers Construction
 - Royal Palms Homes
 - St. John Ambulance
 - Thompson Electric
 - 1000 Islands Workforce Development Board
 - Veeda Construction

College

St. Lawrence College

Program Profile: Near North District School Board

Name of Initiative Trades and Technology—Construction

Brief description Students spend ten weeks at Canadore College, where, working alongside students in the Construction program, they frame walls for garages and sheds for customers in the community, install the garages and sheds at the worksites, and carry out shingling, siding, fascia, dry-wall, insulation, wiring, and window framing. In the final six weeks of the program, they complete a co-op placement with tradespeople in the community.

Number of students 23

Board **Near North District School Board**
963 Airport Rd
PO Box 3110
North Bay ON P1B 8H1

Board contact Name: Karin Podlatis-Brown
Title: Secondary Program Coordinator/SHSM Coordinator
Phone: 705-472-7015 ext. 5066
Fax: 705-472-9927
E-mail: podlatisk@nearnorthschools.ca

School **West Ferris Secondary School**
60 Marshall Park Dr
North Bay ON P1A 2P2

School contact Name: Tim Collins
Title: Principal
Phone: 705-497-0730
Fax: 705-497-7945
E-mail: collinst@nearnorthschools.ca

Partners:

Business/Community

- Carry-All Builders
- Crime Stoppers
- Dream Coat
- Fantasy Theatre
- Girl Guides
- Lazarou Electrical
- Leisure World
- North Bay Fire Fighters
- Northwood Windows

College Canadore College

Program Profile: District School Board of Niagara

Name of Initiative	Building for Tomorrow
Brief description	This program focuses on building a home, in partnership with Habitat for Humanity Niagara. Students acquire skills in framing, painting, plumbing, and landscaping that can lead to a variety of careers, including carpenter, homebuilder, renovator, and architect. This program is open to students from all secondary schools in the board.
Number of students	25
Board	District School Board of Niagara 191 Carlton St St Catharines ON L2R 7P4
Board contacts	<p>Name: Ray Smith Title: Superintendent Phone: 905-641-1550 Fax: 905-685-8511 E-mail: Ray.Smith@dsbn.edu.on.ca</p> <p>Name: Kevin Graham Title: Technological Education Consultant Phone: 905-227-5551 ext. 2299 Fax: 905-227-4731 E-mail: Kevin.Graham@dsbn.edu.on.ca</p>
School	Fort Erie Secondary School 7 Tait Ave Fort Erie ON L2A 3P1
School contact	<p>Name: Ken Willms Title: SHSM Construction Teacher Phone: 905-327-1244 Fax: 905-871-8944 E-mail: Ken.Willms@dsbn.edu.on.ca</p>
Partners:	
Business/Community	<ul style="list-style-type: none"> • Habitat for Humanity Niagara • Home Depot • Phelps Homes • RJM Drywall
Colleges	<ul style="list-style-type: none"> • Mohawk College • Niagara College
University	Ryerson University

Program Profile: Northeastern Catholic District School Board

Name of Initiative	Construction Craft Worker
Brief description	This program supports students interested in careers in the construction sector in each of the four postsecondary pathways.
Number of students	15
Board	Northeastern Catholic District School Board 101 Spruce St North Timmins ON P4N 4M9
Board contact	Name: Paul Toffanello Title: Director Phone: 705-268-7443 Fax: 705-268-7499 E-mail: paul.toffanello@ncdsb.on.ca
School	O'Gorman High School 150 George St Timmins ON P4N 4M6
School contact	Name: Sharon Maisoneuve Title: Vice-Principal Phone: 705-268-4501 Fax: 705-267-1550 E-mail: sharon.maisoneuve@ncdsb.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> ▫ Secord Construction ▫ Timmins Construction Association
College	Northern College

Program Profile: Ottawa-Carleton District School Board

Name of Initiative	Construction—Cabinetmaking
Brief description	This program focuses on skills used in planning, designing, constructing, and installing cabinetry and other products in schools and residential and commercial buildings. Students use a variety of materials and hardware to construct kitchen cabinets, bookshelves, and custom cabinetry. The program emphasizes safety and engages students in the tasks of estimating, job costing, joinery, and finishes.
Number of students	32
Board	Ottawa-Carleton District School Board 33 Greenbank Rd Nepean ON K2H 6L3
Board contact	Name: Kevin Shea Title: Trades and Technology Consultant Phone: 613-596-8211 ext. 8390 Fax: 613-596-8756 E-mail: kevin.shea@ocdsb.ca
School	Glebe Collegiate Institute 212 Glebe Ave Ottawa ON K1S 2C9
School contact	Name: Steve Massey Title: Vice-Principal Phone: 613-239-2424 Fax: 613-239-2655 E-mail: steve.massey@ocdsb.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Laurysen Kitchen • Ottawa Euroeast Millwork Ltd. • The Shop
College	Algonquin College

Program Profile: Ottawa-Carleton District School Board

Name of Initiative	Construction—House Building
Brief description	Working with their teacher and local sub trades on a jobsite, students in this program construct a residential home, following a homebuilder's plans. The program emphasizes the safe use of tools and the skills used in flooring, wall and roof framing, shingling, plumbing, electricity, insulation, drywall, interior finishing, and siding installation.
Number of students	180 students at six sites
Board	Ottawa-Carleton District School Board 33 Greenbank Rd Nepean ON K2H 6L3
Board contact	Name: Kevin Shea Title: Trades and Technology Consultant Phone: 613-596-8211 ext. 8390 Fax: 613-596-8756 E-mail: kevin.shea@ocdsb.ca
School 1	West Carleton Secondary School 3088 Dunrobin Rd RR 2 Dunrobin ON K0A 1T0
School contact	Name: Jean Cory Title: Principal Phone: 613-832-2773 Fax: 613-832-0412 E-mail: jean.cory@ocdsb.ca
School 2	Nepean High School 574 Broadview Ave Ottawa ON K2A 3V8
School contact	Name: Susan Nancekivell Title: Vice-Principal Phone: 613-722-6551 Fax: 613-722-5983 E-mail: susan.nancekivell@ocdsb.ca

School 3	South Carleton High School 3673 McBean St Richmond ON K0A 2Z0
School contact	Name: Clay Plumadore Title: Vice-Principal Phone: 613-838-2212 Fax: 613-838-5694 E-mail: clay.plumadore@ocdsb.ca
School 4	Osgoode Township High School 2800 8th Line Rd Metcalfs ON K0A 2P0
School contact	Name: Brett Reynolds Title: Principal Phone: 613-821-2241 Fax: 613-821-0684 E-mail: brett.reynolds@ocdsb.ca
School 5	Sir Wilfrid Laurier Secondary School 1515 Tenth Line Rd Orleans ON K1E 3E8
School contact	Name: Patsy Agard Title: Principal Phone: 613-834-4500 Fax: 613-834-4511 E-mail: patsy.agard@ocdsb.ca
School 6	Elizabeth Wynn Wood Secondary School 20 Rossland Ave Nepean ON K2G 1H6
School contact	Name: Gail Lyon Title: Principal Phone: 613-239-2707 Fax: 613-239-1616 E-mail: gail.lyon@ocdsb.ca

Partners:

- Business/Community**
- Amstead Construction
 - Home Depot
 - Minto Developments
 - Phoenix Homes

College Algonquin College

Program Profile: Simcoe County District School Board

Name of Initiative	Construction Craft Worker
Brief description	This program, which focuses on residential construction, including framing, shingling, siding, and drywall, enables students to work with local builders. Students taking the program at Bradford District High School can, through OYAP, complete Levels 1 and 2 of apprenticeships with Local 183 in Vaughan. Students at Park Street Secondary School develop their skills by creating a granny flat in the school's technology shop. Students at both schools learn about framing, shingling, siding, and drywall.
Number of students	35–40
Board	Simcoe County District School Board 1170 Hwy 26 Midhurst ON L0L1X0
Board contact	Name: Lorraine O'Halloran Title: Principal of Student Success Phone: 705-734-6363 ext. 11315 Fax: 705-734-6320 E-mail: lohalloran@scdsb.on.ca
School 1	Bradford District High School 70 Professor Day Dr Bradford ON L3Z 2A3
School contact	Name: Dana Barakauskas Title: Principal Phone: 905-775-2262 Fax: 905-775-3192 E-mail: dbarakauskas@scdsb.on.ca
School 2	Park Street Secondary School 233 Park St Orillia ON L3V 5W1
School contact	Name: Michael Schneider Title: Principal Phone: 705-326-7386 Fax: 705-326-7388 E-mail: mschneider@scdsb.on.ca

Partners:

- Business/Community**
- Bradford Rental
 - Canadian Safety Equipment
 - Contractor
 - En-Tice-ing Landscaping
 - LIUNA, Local 183
 - Middletown Sheet Metal
 - Presto Services
 - Royal Homes
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- Colleges**
- Conestoga College
 - Georgian College

Program Profile: Simcoe Muskoka Catholic District School Board

Name of Initiative	Build Skills for Success
Brief description	In this program, delivered at a worksite, students practise and refine the skills they have acquired in their construction technology classes. Partnerships have been established to allow students to be involved in every aspect of home construction and work with a variety of trades professionals, including carpenters, cabinetmakers, masons/bricklayers, roofers, electricians, plumbers, and engineers.
Number of students	20
Board	Simcoe Muskoka Catholic District School Board 46 Alliance Blvd Barrie ON L4M 5K3
Board contact	Name: Deb Cummings Title: Principal – Student Success Phone: 705-722-3555 ext. 359 Fax: 705-726-7903 E-mail: dcummings@smcdsb.on.ca
School	Patrick Fogarty Catholic Secondary School 15 Commerce Rd Orillia ON L3V 6S1
School contact	Name: Bernard Tate Title: Principal Phone: 705-325-9372 Fax: 705-325-5505 E-mail: btate@smcdsb.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Mariposa Homes • ORA Kitchens • Presto • Steel Tree Structures • The Orsi Group
College	Georgian College

Program Profile: Thames Valley District School Board

Name of Initiative	Construction Technology in Action Training Skilled Workers for Tomorrow
Brief description	While the Construction Technology in Action program at A.B. Lucas Secondary School focuses on general carpentry, Training Skilled Workers for Tomorrow at College Avenue Secondary School is centred on heating, ventilation, air conditioning (HVAC), and electrical. At both schools, the program provides experiences in a real construction environment and exposes students to construction career options.
Number of students	60
Board	Thames Valley District School Board Box 5888 1250 Dundas St East London ON N6A 5L1
Board contact	Name: John Verbakel Title: Learning Supervisor – Applied Studies Phone: 519-452-2000 ext. 20389 Fax: 519-452-2329 E-mail: j.verbakel@tvdsb.on.ca
School 1	A.B. Lucas Secondary School 656 Tennant Ave London ON N5X 1L8
School contact	Name: Chris Tye Title: Technological Education Department Head Phone: 519-452-2600 Fax: 519-452-2619 E-mail: c.tye@tvdsb.on.ca
School 2	College Avenue Secondary School 700 College Ave Woodstock ON N4S 2C8
School contact	Name: Jason Campbell Title: Technical Director Phone: 519-539-0020 Fax: 519-539-0793 E-mail: j.campbell@tvdsb.on.ca

Partners:

- Business/Community**
- Brick and Stone Masons' Union
 - Contact Welding
 - Labourer's Union, Local 1059
 - London Home Builders Association
 - MCI Design-Build Corp.
 - Reid's Heritage Homes Ltd.
 - Union Gas
 - United Brotherhood of Carpenter and Joiners, Local 1946

College	Fanshawe College
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University	University of Western Ontario
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Program Profile: Toronto District School Board

Name of Initiative	Building Your Future
Brief description	<p>The program at Central Technical School focuses on skilled trades, specifically electrical, carpentry, and plumbing. Dual credit and articulation partnerships with George Brown College provide additional opportunities in such areas as HVAC, building restoration, renovations, and management. Students design and install piping and electrical systems, as well as constructing a small residential building. Depending on the path chosen by the student, there are additional opportunities to wire residential 120 volt electrical circuits; cut, join, and assemble plumbing, and draining; install waste and vent systems; construct flooring and roof and wall systems; read, draw, and interpret blueprints, using traditional board drafting and CAD; estimate material requirements and costs; and order and track materials.</p> <p>The program at Thistletown Collegiate Institute emphasizes electricity (residential and commercial applications), architectural drafting, surveying, and wood construction (framing and carpentry). Students learn about safety standards and regulations applicable to the construction trade. The school's electrical lab provides controlled conditions for students to experience realistic, simulated, and practical work for rough and finished electrical installation, as well as home automation. Students develop a working knowledge of preconstruction preparation, including site grading and blueprint reading, and learn about foundations, layout, and the environmental impact a project might have. Carpentry skills are developed through computer modelling and through the use of small- and full-scale models.</p>
Number of students	78
Board	Toronto District School Board 5050 Yonge St Toronto ON M2N 5N8
Board contact	Name: Bernadette Shaw Title: Central Coordinating Principal, Experiential Learning Phone: 416-396-7106 Fax: 416-396-6018 E-mail: Bernadette.Shaw@tdsb.on.ca
School 1	Central Technical School 725 Bathurst St Toronto ON M5S 2R5
School contact	Name: Randy Lindsey Title: Curriculum Leader, Technological Education Phone: 416-393-0070 ext. 20062 Fax: 416-393-0067 E-mail: randy.lindsey@tel.tdsb.on.ca

School 2 **Thistlethorn Collegiate Institute**
20 Fordwich Dr
Toronto ON M9W 2T4

School contact **Name:** Larry Maloney
Title: Assistant Curriculum Leader, Technological Studies
Phone: 416-394-7710
Fax: 416-394-7726
E-mail: Larry.maloney@tel.tdsb.on.ca

Partners:
Business/Community • Advance Electrical Co.
 • Aiolos Engineering
 • B-G Electrical Service
 • Carpenters' Local 188
 • State Group

College George Brown College

Program Profile: Trillium Lakelands District School Board

Name of Initiative	Construction SHSM at I.E. Weldon (IEW)/Bracebridge and Muskoka Lakes Secondary School (BMLSS)
Brief description	<p>Students in the IEW program earn dual credits for the courses they take at Fleming College and complete the basic level of apprenticeship training in the trade they are learning. They also have opportunities to earn certifications, develop skills related to installing Nudura foundations, and experience work in the construction industry through co-op placements.</p> <p>In the BMLSS program, students earn certifications, develop specialized residential construction skills, and gain experience in the construction industry through co-op placements. These opportunities and a new technological education facility provide experiences that are unique and rewarding.</p>
Number of students	IEW: 100 BMLSS: 60
Board	Trillium Lakelands District School Board
Board contact	<p>Name: Anne Cooper Title: Student Success Administrator Phone: 705-645-8704 ext. 283 Fax: 705-645-8452 E-mail: anne.cooper@tldsbc.on.ca</p>
School 1	I.E. Weldon Secondary School 24 Weldon Rd Lindsay ON K9V 6B8
School contact	<p>Name: Bruce Barrett Title: Principal Phone: 705-324-3585 ext. 501 Fax: 705-878-3685 E-mail: Bruce.Barrett@tldsbc.on.ca</p>
School 2	Bracebridge and Muskoka Lakes Secondary School 100 Clearbrook Trail Bracebridge ON P1L 2E9
School contact	<p>Name: David Golden Title: Principal Phone: 705-645-4496 ext. 304 Fax: 705-645-2552 E-mail: David.Golden@tldsbc.on.ca</p>

Partners:

Business/Community

- Electrical Contractors Forum – Ontario Electrical League
 - Habitat for Humanity
 - Home Building Centre
 - Home Depot
 - Home Hardware
 - Muskoka Home Builders' Association
 - Northern Buildall Timber Mart
 - Thermo Mass – Nudura Insulated Concrete Forms
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Colleges

- Fleming College
- Georgian College

Program Profile: Waterloo Catholic District School Board

Name of Initiative **Community Home Build Program**

Brief description The program focuses on framing, electrical wiring, blueprint reading, and safety, while giving students exposure to a wide variety of residential construction trades. After receiving classroom instruction, students develop their skills by using industry-standard tools, products, and processes to build a residential home from start to finish. In this task, they work as members of a construction crew that includes skilled construction tradespeople.

Number of students 30

Board **Waterloo Catholic District School Board**
35 Weber St West, Unit A
Kitchener ON N2H 3Z1

Board contacts Name: Rob Holowack
Title: Program Consultant – Technology
Phone: 519-578-3660 ext. 2301
Fax: 519-578-5520
E-mail: robert.holowack@wcdsb.ca

Name: Kathy Helm
Title: Program Consultant – Co-op
Phone: 519-578-3660 ext. 2292
Fax: 519-578-5520
E-mail: kathy.helm@wcdsb.ca

School 1 **St. Benedict Catholic Secondary School**
50 Saginaw Pkwy
Cambridge ON N1R 5W1

School contact Name: Lou Bellini
Title: Vice-Principal
Phone: 519-621-4050
Fax: 519-621-4057
E-mail: Lou.Bellini@wcdsb.ca

School 2	Monsignor Doyle Catholic Secondary School 185 Myers Rd Cambridge ON N1R 7H2
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School 1 and 2 contact	Name: Dana Jones Title: Home Build Teacher Phone: 519-621-4050 Fax: 519-621-4055 E-mail: Dana.jones@wcdsb.edu.on.ca
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Partners: Business/Community	Reid's Heritage Group
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College	Conestoga College
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University	University of Waterloo
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Program Profile: Wellington Catholic District School Board

Name of Initiative	Community Home Build Program
Brief description	This program, open to all secondary students in the board, is offered at Bishop Macdonell Catholic High School and includes on-site training at a Reid's Heritage Homes residential building site. The program focuses on framing, wiring, blueprint reading, and safety, and gives students exposure to a wide variety of residential construction trades. Students develop their skills by using industry-standard tools, products, and processes to build a residential home from start to finish, working with a variety of skilled tradespeople.
Number of students	15
Board	Wellington Catholic District School Board 75 Woolwich St Guelph ON N1H 6N6
Board contact	Name: Eileen Clinton Title: Vice-Principal, Our Lady of Lourdes Catholic High School Phone: 519-836-2170 Fax: 519-823-1010 E-mail: Eileen_clinton@wellingtoncssb.edu.on.ca
School	Bishop Macdonell Catholic Secondary School 200 Clair Rd West Guelph ON N1L 1G1
School contact	Name: Holly Conway Title: Vice-Principal Phone: 519-822-8502 Fax: 519-837-1469 E-mail: Holly_conway@wellingtoncssb.edu.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Construction Safety Services Inc. • Reid's Heritage Homes
College	Conestoga College

Program Profile: York Region District School Board

Name of Initiative	Construction York
Brief description	Participants in this program, which is open to all secondary students in the board, can have co-op placements with Habitat for Humanity or other employers in the community that, through OYAP and a partnership with Humber College, allow them to complete pre-apprenticeship and Level 1 apprenticeship training.
Number of students	30
Board	York Region District School Board The Education Centre – Aurora 60 Wellington St West, Box 40 Aurora ON L4G 3H2
Board contact	Name: Jane Cutler Title: Curriculum Administrator, Student Success Phone: 905-727-0022 ext. 3435 Fax: 905-727-6282 E-mail: jane.cutler@yrdsb.edu.on.ca
School	Richmond Green Secondary School 1 William F. Bell Pkwy Richmond Hill ON L4S 2T9
School contact	Name: Susan Logue Title: Principal Phone: 905-780-7858 Fax: 905-780-1154 E-mail: susan.logue@yrdsb.edu.on.ca
Partners:	
Business/Community	<ul style="list-style-type: none"> • Habitat for Humanity • Home Depot
College	Humber College

